

**The Effect of Mnemonic Technique with Crossword Puzzle Media  
in Teaching Vocabulary to Learners**

*(A Pre-Experimental Research at the 10<sup>th</sup> Grade of SMA Negeri 11 Watampone)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement  
for the Degree of Education in English Department*

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2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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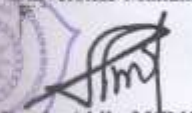
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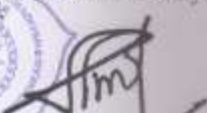
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## ABSTRACT

**A YUNIARTI DIAN PRATIWI**, 2018. *The Effect of Mnemonic Technique with Crossword Puzzle Media in Teaching Vocabulary to Learners (A Pre Experiment at the 10<sup>th</sup> Grade of SMAN 11 Watampone)*. Under the thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Radiah Hamid.

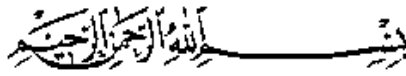
The thesis aimed to find out the improvement of the students' vocabulary at the 10th grade of SMA Negeri 11 Watampone in 2017/2018 Academic year in term of Mnemonic Technique with Crossword Puzzle Media.

This research was a Pre Experiment which was implemented to 27 students in Class X IPS 1. It consisted Pre-Test, give treatment, and Post-Test. First meeting gave Pre-test, second until seventh meeting gave treatment, and the last meeting gave students Post test. Every test there are twelve question for knowing the students' vocabulary mastery.

The researcher findings indicated that Mnemonic Technique with Crossword Puzzle Media effective was improve students' vocabulary mastery. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test (86,11) was greater than the mean score of pre-test (69,25). From t-test, the researcher found that, the value of t-test (7.082) was greater than t-table (2.056) at the level of significance 0. 05 with degree of freedom (df) = 27. result shows that t-test value for the final score of students' reading comprehension was (7.082 > 2.080). It means that there was significant difference between the students' vocabulary mastery before and after using Mnemonic Technique with Crossword Puzzle Media. It is also said that the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) was accepted. Based on the finding and discussion of the research, the researcher concluded that, the using of Mnemonic Technique with Crossword Puzzle Media could improve the students' vocabulary mastery at the 10<sup>th</sup> Grade of SMA Negeri 11 Watampone.

**Keyword : Mnemonic Technique, Crossword Puzzle, Vocabulary**

## ACKNOWLEDGEMENT



*In the name of Allah, Most Gracious, Most Merciful*

Alhamdulillah Robbil ‘Alamin, thanks giving to Allah SWT for grace and guidance in writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life from the darkness to the lightness.

The writer received advice and guidance from a number of people from various participations in the process of preparation and completion of this thesis. The writer wants to say the greatest thanks to her parents (Drs. A. Atoro and HJ. A. Nurjannah) who give the best support, prayers, and sacrifices during her life. My greatest thanks to Dra. Hasnawati Latif, M.Pd., as my first consultant and Dra. Radiah Hamid, M. Pd as my second consultant who has guided me patiently and gave valuable suggestion, encouragement, and correction for the completeness of this thesis. The writer realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. Dr. H Abd Rahman Rahim, SE., MM. The Rector of the Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd, M.Pd, the Dean of Teacher Training and Education Faculty (FKIP).

3. Ummi Khaerati Syam, S. Pd., M. Pd the Head of English Education Department of FKIP UNISMUH Makassar.
4. My heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of my study.
5. My deep appreciation for the Headmaster, English Teacher, and all the Students of SMA Negeri 11 Watampone especially for X IPS I who have spared their time and activities for being subject of this research.
6. Special thanks to the examiners who have taken an important role in finishing my study.
7. I would like to express my deepest and affectionate thank to my beloved parent, Andi Atoro (my father) and Andi Nurjannah (my mother), my beloved sister Andi Febi, my beloved friend Ira Amelia, Nur Zaisah, SKM., Andi Anita, Ernawati, and Sri Wahyuni Ningsih, for their prayers, unfailing love, support, sacrifice and continual understanding.
8. Thanks to all of my friends in B class (BRAVE), all of Magang 3 friends, P2K friends and the others. You have taught me the meaning of togetherness.

Makassar, 2019

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## **CHAPTER I**

### **INTRODUCTION**

In this part, the researcher explain about background of the research, problem statement, objective of research, significances of the research, and scope of the research.

#### **A. Background**

Teaching English as a foreign language refers to teaching the English language to the students with different first languages. English has been considered to be first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching English Foreign Language in almost level of schools, starting to be taught in basic primary school until secondary school. However, since it is only a foreign language, there are a lot of problems found in the English language learning. In Indonesia English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught teach in schools in today's Indonesian curriculum.

Rodger (2011) states that vocabulary are important aspect and role in learning foreign language, might be impossible to learn a language without mastering vocabulary. Vocabulary is defined as a total number of words and a language, all the words known to person or used, and it is list of words with

their meaning (Hornby, 1995:1331). Furthermore, Lehr, et.al, in Hanson and Padua (2011:5), state that vocabulary refers to words we use to communicate in oral and print language. Hence, we know that vocabulary is words included in the list which has meaning approvingly, so we use it as language to communicate in oral and print language. It means that in learning vocabulary we have to know the meaning of it and also understand how to use it with suitable context, so at the las we can communicate easily when we have a lot of vocabulary and are able to use them with appropriate context.

The students cannot master English well, because they are lack of vocabulary, the lack of motivation. Learning vocabulary as a foreign language seems easy but some students feel fear. The teacher of English should find out solution by creating efficient and effective technique of teaching in teaching English vocabulary, besides that, the teachers should establish condition which makes teaching vocabulary possible. Mnemonic Technique with Crossword Puzzle Media is one of effective and interesting technique that can motivate and challenge the student interest to improving the student communicative competence. Through Mnemonic Technique with Crossword Puzzle Media can improve the student mastery of vocabulary.

According to Lestari (2016:3), Mnemonic Technique can be very effective and easy to be applied. One of the most popular mnemonics is Keyword Method. It can motivate the students and the classroom will be more interesting. Mnemonic Technique is a way to help students remember information more effectively and easily. This technique is best used in



studying vocabulary in English. Students can master the vocabulary easier and fun. These techniques used to aid the recall of new information. The implementation of mnemonic model helps them remember more information they have learned and also can strengthen their vocabulary mastery. Those are the reason why the researcher uses mnemonic technique. According to Dwijawandono (2009:16), the use of mnemonics techniques are depend on the students learning style. There are students who prefer to find the meaning of words from the dictionary and save it in their memory. Therefore, mnemonics technique can be use to memorize difficult words, while the words that easy to remember are not necessary to use this technique. For practical the mnemonic keyword technique in teaching vocabulary can collaborate with crossword puzzle as a media. According to Sabiqoh (2016), Crossword Puzzle Media is a game that can be use to teach vocabulary. Then, crossword puzzle is a suitable game use to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary, for there will be many words given as cues that should be understand by them in order to be able to fill the squares with the suitable words too.

Based on the preliminary observation students in daily classroom activity at the 10<sup>th</sup> grade of SMAN 11 Watampone, student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. Based on the problem above, the writer has interest in learning vocabulary, so the writer choose this title as her graduating paper. Another reason, the writer are excited to applying Mnemonic Technique with

Crossword Puzzle Media in teaching vocabulary to learners. By using Mnemonic Technique with Crossword Puzzle Media in teaching vocabulary to learners hopefully the writer and the readers can learn more and increase their vocabulary mastery. Based on the reasons stated above, the writer will hold a research entitled *“The Effect of Mnemonic Technique with Crossword Puzzle Media in Teaching Vocabulary Learners at the 10<sup>th</sup> Grade of SMAN 11 Watampone.*

### **B. Problem Statement**

Based on the background above, this study will answer the following research question : “How is the effect of Mnemonic Technique with Crossword Puzzle Media to Improve Students Vocabulary at the 10<sup>th</sup> Grade of SMAN 11 Watampone ?”

### **C. Objective of Research**

This study objectives to find out the effect of Mnemonic Technique with Crossword Puzzle Media to Improve Students Vocabulary at the 10<sup>th</sup> Grade of SMAN 11 Watampone.

### **D. Significance of The Research**

1. Theoretical benefits provide initial information to further researchers on the effect of Mnemonic Technique with Crossword Puzzle Media in teaching vocabulary to learners.
2. Practical benefits provide information to teachers about the influence of the effect of Mnemonic Technique with Crossword Puzzle Media in teaching vocabulary to learners.

### **E. Scope of The Research**

This study focused on the effect of Mnemonic Technique with Crossword Puzzle Media in teaching Vocabulary to learners at the 10<sup>th</sup> Grade of SMAN 11 Watampone, especially in nouns and adjective.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this part, the researcher explain about previous related research finding, some pertinent ideas, and conceptual framework.

#### A. Previous Related Research Finding

There are some research findings about the using of Mnemonic Technique with crossword puzzle media in teaching vocabulary to learners :

1. Sriyumahmuda (2014), *The Effect of Mnemonic Technique on Vocabulary Recall of the Tenth Grade Students of SMAN 3 PALANGKA RAYA*, the results shown that the value of t count greater than the value table significance level of 5% or  $\geq 2.00$  with 7.153 degrees of freedom 58. hypothesis testing results shown that the alternative hypothesis (  $H_a$ ), which states that there is a significant influence using the mnemonic technique to memorize vocabulary in Senior High School 3 Palangka Raya been accepted and null hypothesis (  $h_0$  ) states that there is no significant effect without the use of mnemonic techniques to memorize vocabulary in the State High School 3 Palangka Raya has been rejected. This means that students who are taught to used these techniques in memorizing vocabulary words better than those who did not used the technique.
2. Utami (2014), *Improving Students Vocabulary Mastery Using Crossword Puzzle for Grade VII of SMPN 2 Srandakan in the Academic Year of 2013/2014*, the result of this study concluded that there were improvements of students' vocabulary mastery. It could be seen from the

result of classroom observation that showed the students' better performance of using vocabulary during the teaching and learning process. The students' involvement during the implementation of crossword puzzle was also better than before the implementation. Additionally, the implementations of crossword puzzles and the complementary action were successful to help the students understand new words and learn English better. To conclude, the students' vocabulary mastery was improved through the implementation of crossword puzzles.

3. Widyasari (2010), *The Use of Crossword Puzzle to Improve Vocabulary Mastery*, that the *t-test* calculation from the result of pre-test and post-test in cycle I is 5, 97 and in cycle II is 6, 33. Both of them is greater than *t-table* with  $n = 26$  is 2, 06. It means that the use of crossword puzzle can improve the students' vocabulary mastery.

The similarities between those previous research and this research is the using of Mnemonic Technique and Crossword Puzzle Media toward student vocabulary mastery to improve vocabulary. Moreover, the differences between this research and previous researches is in this research combine Mnemonic Technique with Crossword Puzzle Media in teaching vocabulary to learners.

## **B. Some Pertinent Ideas**

### **1. The General Concept of Vocabulary**

#### a. Definition of Teaching Vocabulary

It is too difficult to define vocabulary because it is related to different views about its nature and use. Tood (1987), argues that there is no fixed definition. He explains that the word is related to an orthographic, morphological, lexical and semantic aspect. The orthographic word is a written sequence which has a white space at each end but no white space in the middle. this word exists only in written texts, and it has no existence in speech. The morphological word has to do only with the form. The lexical word considers all the possible forms that can be related by one meaning. The semantic word considers the distinction between items that may be morphologically identical but differ in meaning. Hatch and Brown (1995) defines “vocabulary” as a list or set of words for particular language or a list or set of words that an individual speaker of a language might use.

Dimpudus (2012), vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transfered for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

According to Hornby (1995:1331), vocabulary is the total number of words in language. Vocabulary is an important part to mastery English well. According to Pigeats theory, a child at the age of 7-10 years is always interesting in recognizing and knowing new words, he or she stands to repeat new words repeatedly so that he or she will memorize them.

The statement above are different from Richard (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous. Another statement about vocabulary comes from Lehr, et.al (2005:2-3), define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms.

Based on statement above, the writer concludes that vocabulary is a collection of words or phrases usually arranged in sequence and translated (defined) or vocabulary is the total number of words that are needed to communicate, read, or write. That is the reason why it is important to learn vocabulary.

#### b. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they

meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

According to Fries (2008), there are two kinds of vocabulary:

a. The function words are a closed class. We cannot add the preposition, auxiliaries, modals, or any structure words of the language. Function words in English include prepositions (*at, in, of, and between*), pronouns (*he, they, she*), determiners (*the, much, more, either, neither*), conjunctions (*that, when, while, and although*), auxiliary (verbs be: *is, am, are, have*) and particles (*not, nor, as*).

b. The content words or lexical words are words that carry the content or the meaning of the sentence. It can be called as open-class words. Open classes accept the addition of new morphemes such process as compounding, derivation, inflection, coining and borrowing. It can be added to any times as new scientific advances make new words and communication about new inventions necessary.

Another kinds of vocabulary comes from Jo Ann Aebersold that was stated by Zainuri (2003). He says that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Below are the brief description about active vocabulary and passive vocabulary.

*a. Active Vocabulary*

Active vocabulary refers to items which the students can use appropriately in speaking or writing. Active vocabulary can be also called as a



*productive vocabulary*. It means the student has to know how to pronounce it well and the student has to know how pronounce it well and students has to know and be able to use grammar of the target language. In productive vocabulary, the student has to know about collocation and the student has to understand the connotation meaning of the word.

Martin Manser notes that an active vocabulary consists of the word that people use frequently and confidently. If someone asks them to make up a sentence containing a word, they can do it for conversation or writing.

*b. Passive Vocabulary*

Refers to language items that can be recognized and understood in the context of reading and listening. It is also called as receptive vocabulary. As states by Martin Manser, A passive vocabulary consists of the words whose meanings people know so that they do not have to look the words up in a dictionary but which they would not necessarily use in ordinary conversation or writing.

## **2. The General Concept Mnemonic Technique**

*a. Definition of Mnemonic Technique*

Kozarenko (2006: 15) says that mnemonic derived from a Greek word “Mnemonicon” which mean an art of memorization. Mnemonics are techniques or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of information contained in memory. According to Foster (2009: 123) mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual

imagery, or rhymes. It is important to remember that mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that mnemonic technique means a technique to utilize memory in certain ways.

#### b. Classification of Mnemonic Technique

Mnemonic devices have been differently classified by different scholars. Thompson in Amiryousefi and Ketabi's Journal (2011: 179- 180) arranges mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods.

##### 1.) Linguistic Mnemonics

###### a.) Peg Word Method

Turkington (1996: 73) says that this best method introduced by John Sambrook in England in 1879. Through peg word method unrelated items can be remembered easily by relating them to easily memorizable items which act as pegs or hooks. Peg word method has two stages. At first students are asked to remember number-rhyme pairs like one is bun, two is shoe, three is tree, four is door, five is hive, and so on. In the second stage the students are asked to visualize the word and try to link it to rhyming words.

###### b.) The Key Word Method

Key word method requires three stages. At first, a first language or second language word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage, the learner is asked to make an association between the target word and the keyword.

Finally he is asked to make a mental image of the combination of the keyword and the target word.

## 2.) Spatial Mnemonics

### a.) The Loci Method

Loci method is the oldest mnemonic technique. Using this method entails imagining a very familiar place like a room or a house and then associating each new word to a part of it to be remembered. The students take an imaginary walk along their familiar places, and retrieve the items they have put there.

### b.) Spatial Grouping

The idea behind this method is that instead of writing words in a column, students can be asked to form patterns like a triangle with them. Writing words in the form of patterns help them recall the words better. As they remember the pattern, they can remember the parts which are signed by the words.

### c.) The Finger Method

Through this method students can be asked to associate each word with a finger. This method is especially useful 31 with children to learn numbers, days of the week and month of the year.

## 3.) Visual Mnemonics

### a.) Pictures

New words are usually paired with their definitions or equivalents. They can be better learned if they are paired with pictures. Objects and pictures not

only can be used to give meaning and information but they also can be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear.

b.) Visualization or Imagery

Instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words can be learned through this method by relating them to a visual picture. Visualization can be an aid in vocabulary learning.

4.) The Verbal Method

a.) Grouping or Semantic Organization

As organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashion will enhance their recall. In this way learners 32 have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they will be able to remember the rest.

b.) Story-telling or the Narrative Chain

In this method the learner links the words together by a story. At first he should associate the target words with a topic or some topics, and then he should connect them by making up a story containing the words.

5.) Physical Responses Methods

a.) Physical Response Method

According to this method the learner should move his body or parts of his body in a certain way that illustrates the meaning of the words.

## b.) Physical Sensation Method

Through this method the learner associates the new word to a physical sensation. For example he can feel cold when he learns the word frigid.

## 6.) Implication of Mnemonics Technique

In this research, the writer uses mnemonics technique to increase students' vocabulary mastery. Because of memorizing is very important to enlarge vocabulary, the writer found these technique to help students in mastering it. Mnemonics technique is a method to enhance the student's ability in memorize. In the beginning introduction 33 of this technique may students feel confused, but after they adapt they will be familiar with mnemonics technique and can apply it well.

## **3. General Concept of Crossword Puzzle**

Crossword Puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts. Because the need to spell items correctly to complete the puzzle, students will be able too to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling.

Njoroge, et.al (2013) define that the Crossword Puzzle is game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. In this case, the atmosphere of teaching learning process exactly will be more interesting. Moreover, this game is suitable use to increase the

students vocabulary mastery based on the context and they can use the words correctly with good spelling and sentences pattern.

In addition, Bressan argues that crossword puzzle, among other things, enhance building, orthography and develop and test the students knowledge of morphology. Crossword puzzle has its form to be filled by the students, and it is very effective to teach vocabulary. Besides, there is usually clue given to help the students guess what word it is, so the students understanding will increase as well as their vocabulary mastery. Eventually, the students knowledge about vocabulary included morphology will be wide too.

Moreover, according to Wahyuningsih in Njoroge, et.al (2013), Crossword Puzzle is a game in which words guessed from their definition are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words. Correctly deciphering a crossword requires correct spelling, which for students means practice dictionary skill.

Based on the explanation above, it can be concluded that crossword puzzle is a words guessed game fitted into a diagram which is effective as teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and

vocabulary and enhance building, orthography and the students knowledge of morphology.

#### **4. Procedure of Using Crossword Puzzle**

Wharton in Widiyasari (2010), states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. According to Sabiqoh (2016), the puzzle forms may be used in several ways:

1. The students find animals, colors, or plants in the puzzle.
2. The students find certain part of speech: verb, noun, preposition, and so on.
3. Other categories may include the names of the days, the week, months, subject and so on.
4. The student find proper nouns: cities, states, countries, famous people, and so on.
5. The student finds certain kinds of attractive trades, professions, sport, hobbies, and so on.

Moreover, the following explanation is procedures of using crossword puzzle according to Pinuria et al (2017):

##### **a. Pre-teaching Activity**

Pre-teaching activity is the activity done before teaching process. They can give new information, and enhance students concentrations. Besides, that

activity is useful to help them get started. Here are the procedures in pre-teaching activities. They are:

1. Teacher greets the students.
2. The teacher checks student's attendance.
3. After checking students attendance, the teachers reminds the students about previous subject taught in the last meeting.
4. The teacher introduces the new topic to the students.

b. Whilst-teaching Activities

In whilst-teaching activities, the teacher instructs and asks the students to do some activities. They are:

1. The teacher asks the students about the crossword puzzle.
2. The teacher gives an example of the crossword puzzle to the students.
3. The teacher gives assignments to the students.
4. After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer.

c. Post-teaching Activities

Post teaching activities are necessary as the follow up phase on what the students have studied. Here, there are some procedures in post-teaching activities. They are:

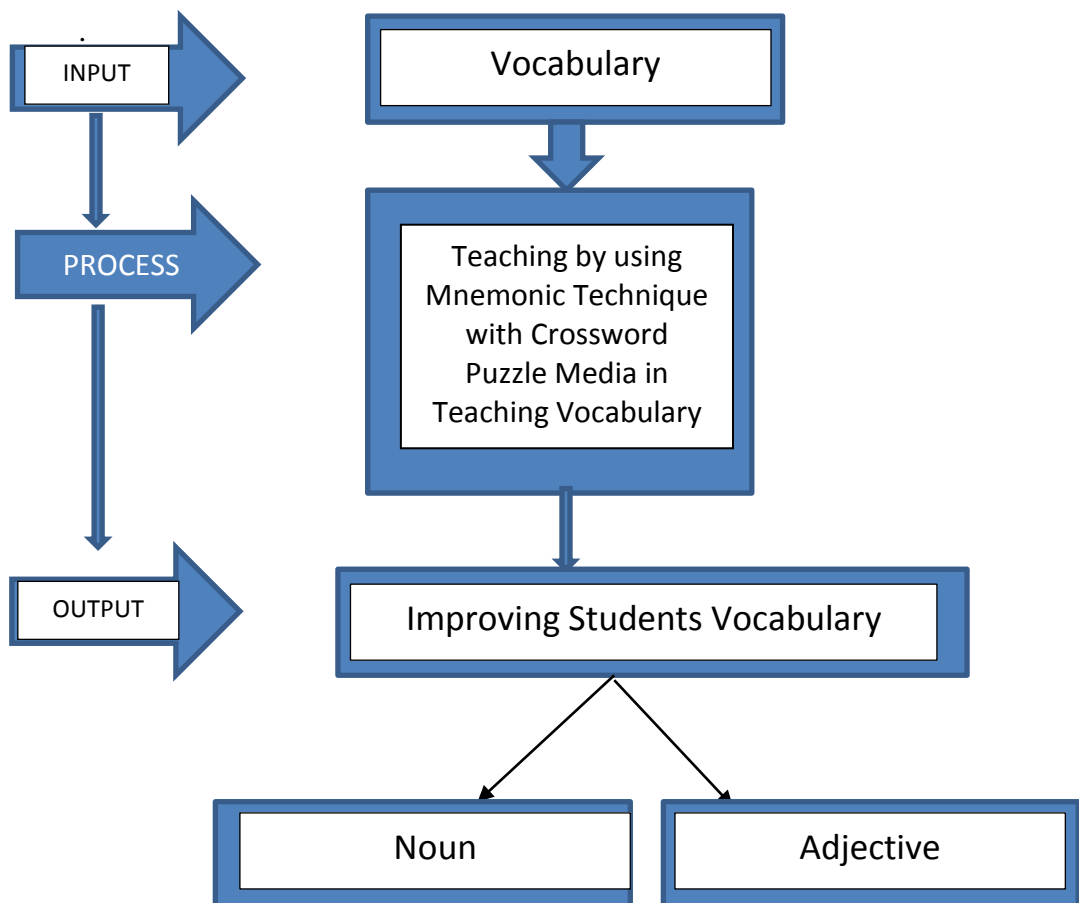
The teacher ask the students about the crossword puzzle.



Based on those procedure above there are two procedure to teach vocabulary by using crossword puzzle, the first one is by Wharton and the second one is Pinuria.

However, the writer used Pinuria's theory because Pinuria's theory is more detailed in exploring crossword puzzle to use words. Then, Pinuria's theory is appropriate with the lesson plan. Thus, both teacher and students enjoyed and easy to apply and use crossword puzzle.

### C. Conceptual Framework



**INPUT** : The researcher gives a vocabulary test to every student in the classroom.

**PROCESS** : The researcher teaches how to mastery vocabulary using mnemonic model with crossword puzzle.

**OUTPUT** : At the end of the learning, the improvement of students' ability and interest in mnemonic model with crossword puzzle media in teaching vocabulary to learners.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter was deal with the research design, location, population and sample, variable, instrument of the research, and technique of data analysis.

#### A. Research Design

In this research, the researcher was use pre- experimental design with One Group Pre-test and Post-Test. It consisted of single class. The design of with One Group Pre-test and Post-Test is as following the table:

Pre-Test	Treatment	Post-Test
$X_1$	Y	$X_2$

(Sugiyono, 2013)

#### 1. Pre-Test

The pre-test was given in the beginning of attending class to know the students previous knowledge about vocabulary before giving treatment by using mnemonic technique with crossword puzzle media.

#### 2. Treatment

After doing the pre-test, the researcher given the treatment which is with use mnemonic technique with crossword puzzle media in teaching and learning process to the students as practice to know their vocabulary mastery.

- a. The students find animals, colors, or plants in the puzzle.
- b. The students find certain part of speech: verb, noun, preposition, and so on.

- c. Other categories may include the names of the days, the week, months, subject and so on.
- d. The student find proper nouns: cities, states, countries, famous people, and so on.
- e. The student finds certain kinds of attractive trades, professions, sport, hobbies, and so on.

### 3. Post-Test

Finally the students paper sheets was submitted and the students. Result are treat as the data of the study. The test is similar to pre test.

#### **B. Location**

The location of the research will do of SMAN 11 Watampone, that are located in Pitumpidange, Watampone, South Sulawesi.

#### **C. Population and Sample**

##### **a. Population**

The population of this research is the 10<sup>th</sup> Grade students of SMAN 11 Watampone, which consist of 7 classes, 3 class of Science and 4 class of Social. Each class consists of 27 students so the total is 179 students.

##### **b. Sample**

The sample selected by used purposive sampling technique of two classes. In this research, the writer only took one class as the sample. It is conducted at the students of the 10<sup>th</sup> Grade of SMAN 11 Watampone consisted of 27 students. The writer choose them as the sample base on assumption that their knowledge and ability were same.

#### **D. Research Variables and Indicator**

There are two kinds of variable which involve in this research, namely independent variable and dependent variable. The independent variable is a variable which improve the result of the dependent variable. It means that the use of Mnemonic Technique with Crossword Puzzle Media as the independent variable and it was improve the vocabulary of the student as the dependent variable.

#### **E. Instrument of the Research**

According to Martin in (Husein, 2014), "*data refers to the kind of information researcher obtain on the subject of their research*". The instrument of this research was used a vocabulary test. To collected data, the researcher was given vocabulary test to know the students vocabulary mastery. The test consisted of pre test and post test. The pre test was given before the treatment to know students knowledge in vocabulary. The post test to find out the students achievement in vocabulary skill after given treatment. in analyzed the data related to the students test of vocabulary ability, the researcher using analytical scoring rubric for vocabulary , i.e, content and organization. In this study, the researcher combine content and organization component. The following table is the analytical scoring rubric used by researcher to analyze the students vocabulary.

**Table 3.1 Multiple Choice Scoring**

**NUMBER**

**SCORING**

1-20	5
<b>MAXIMAL SCORE</b>	<b>100</b>

Permana, 2018 : 5

Note :

- Correct answer : 5
- Wrong answer : 0

Mapping of score :  $N = \frac{\text{Score Achievement}}{\text{Score Maximal}} \times 100$

#### **F. Techniques of Data Analysis**

The steps will undertake in quantitative employing the following formula :

- a. Scoring the students' correct answer pre-test and post-test

Students' Score =  $\frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$

( Gay, 2012)

- b. Classifying the score of the students' using the following scale :

Score 90-100	Very Good
Score 70-89	Good
Score 50-69	Fairly
Score 30-59	Poor
Score less than 30	Very Poor

(Depdikbud, 2006)

- c. Computing the frequency and the rule percentage of the students'

score :

$$P = \frac{F}{N} \times 100$$

Where :

$P$  = Percentage

$F$  = Frequency

$N$  = The total number of students

( Gay, 2012)

- d. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

$$X = \frac{\sum X}{N}$$

Where:

$X$  = Mean score

$\sum X$  = The sum of all scores

$N$  = The total number of samples

(Gay, 2012)

- e. Find out the standard deviation of the students' vocabulary mastery:

$$SD = \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N-1}}$$

Notation :

SD = The total square of the students score

$\sum x$  = The total score of the students

$N$  = The number of students'

(Gay, 2012)

f. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where :

% = the students' improving

$X_1$  = the mean score of post-test

$X_2$  = the mean score of pre-test

(Gay, 2012)

g. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}}{N(N-1)}}$$

Where :

$\bar{D}$  = Mean Score

$\sum D$  = The sum of all scores

$N$  = The total number of students

$T$  = Test of significance

(Gay, 2012)



## CHAPTER IV

### FINDING AND DISCUSSION

In this part, the researcher explain about the findings of the research, and discussion of the research.

#### A. The Findings

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores, standard deviation and hypothesis testing of the samples. In result of data analysis was found that the application of Mnemonic Technique with Crossword Puzzle Media can improve the students' vocabulary. The improvement of the students' vocabulary can be seen in the following table:

##### 1. The Improvement of the Students' Vocabulary in Term of Noun

**Table 4.1. The Students' Mean Score of Indicator**

<b>Indicator</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>	<b>Improvement %</b>
Students Vocabulary in term Noun	7,92	8,88	45,82%

The table above indicates that there is improvement on the students vocabulary in term noun from pre-test to post-test, which in pre-test of the students mean score achievement in noun 7,92 but after giving a treatment the students vocabulary in term noun become 8,88. Therefore, the improvement of the students vocabulary in term noun from the pre-test to post-test is 45,82 %

## 2. The Improvement of the Students' Vocabulary in Term of Adjective

**Table 4.2 The Students' Mean Score of Indicator**

Indicators	Pre-Test	Post-Test	Improvement %
	Score	Score	
Students Vocabulary in term Adjective	6,51	8,33	57,07%

The table above indicates that there is improvement on the students vocabulary in term adjective from pre-test to post-test, which in pre-test of the students mean score achievement in adjective 6,51 but after giving a treatment the students vocabulary in term adjective become 8,33. Therefore, the improvement of the students vocabulary in term adjective from the pre-test to post-test is 57,07 %

## 3. The Students' Rate Percentage and Frequency in term of Noun

The students result on vocabulary improvement through Mnemonic Technique with Crossword Puzzle Media in pre-test and post-test was shown in the following:

**Table 4.3 The Students' Score Classification in term Noun of Pre-test and Post-test**

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%
1.	Very Good	90-100	-	-	-	-
2.	Good	70-89	-	-	-	-
3.	Fairly	50-69	1	3,70	5	18,51
4.	Poor	30-49	25	92,6	22	81,48
5.	Very Poor	Less than 30	1	3,70	-	-
<b>Total</b>			<b>27</b>	<b>100</b>	<b>27</b>	<b>100</b>

The table above shows that the frequency and percentage of the students vocabulary in term are different between pre-test and post-test. The result of pre-test only 1 (3,70%) students was classified as fairly, 25 (92,6%) students was classified poor, 1 (3,70) students was classified as very poor, and none students got very good and good.

After applied the Mnemonic Technique with Crossword Puzzled Media, the result in post-test 5 (18,51%) students was classified as fairly, 22 (81,48%) students was classified as poor, and none students got very good, good and very poor. It is mean that the students' vocabulary in term of Noun can improve through Mnemonic Technique with Crossword Puzzle.

#### 4. The Students' Rate Percentage and Frequency in Term of Adjective

The students result on vocabulary improvement through Mnemonic Technique with Crossword Puzzle in pre-test and post-test was shown in the following:

**Table 4.4 The Students' Score Classification in Term Adjective of Pre-test and Post-test**

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%
1.	Very Good	90-100	-	-	-	-
2.	Good	70-89	-	-	-	-
3.	Fairly	50-69	-	-	5	18,51
4.	Poor	30-49	23	85,2	22	81,48
5.	Very Poor	Less than 30	4	14,2	-	-
<b>Total</b>			<b>27</b>	<b>100</b>	<b>27</b>	<b>100</b>

The table above shows that the frequency and percentage of the students vocabulary in term adjective are different between pre-test and post-test. The result of pre-test 23 (85,2%) students was classified as poor, 4 (14,2%) students was classified as very poor, and none students got very good, good, and fairly.

After applied the Mnemonic Technique with Crossword Puzzle Media, the result in post-test 7 (23,33%) students was classified as excellent, 5 (18,51%) students was classified as fairly, 22 (81,48%) students was classified as poor, and none students got very good, good and very poor . It is mean that the students' vocabulary in term of adjective can improve through Mnemonic Technique with Crossword Puzzle Media.

#### 5. The Students' Rate Percentage and Frequency in Vocabulary of the Pre-Test and Post-Test

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of significance.

##### a. The Students' Rate Percentage and Frequency

The students result on vocabulary improvement through Extensive Reading Activities in pre-test and post-test was shown in the following:

**Table 4.5 The Students' Score Classification Vocabulary**

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%

1.	Very Good	90-100	-	-	5	18,51
2.	Good	70-89	18	66,66	22	81,48
3.	Fairly	50-69	7	25,92	-	-
4.	Poor	30-49	2	7,40	-	-
5.	Very Poor	Less than 30	-	-	-	-
<b>Total</b>			<b>27</b>	<b>100</b>	<b>27</b>	<b>100</b>

The table above shows that the frequency and percentage of the students vocabulary in term synonym are different between pre-test and post-test. The result of pre-test only 22 (66,66%) students was classified as good, 7 (25,92%) students was classified as fairly, 2 (7,40%) students was classified as poor, and none students got very good and very poor.

After applied the Mnemonic Technique with Crossword Puzzle Media, the result in post-test 5 (18,51) students was classified as very good, 22 (81,48%) students was classified as good, and none students got fairly, poor, and very poor . It is mean that the students' vocabulary can improve through Mnemonic Technique with Crossword Puzzle Media.

b. The Mean Score and Standard Deviation

After having calculated the result of the students pre-test and post-test, the standard deviation of the students' vocabulary in vocabulary test are presented in the table below:

**Table 4.6 The Standard Deviation in Pre-Test and Post-Test**

Type of test	Mean Score	Improvement	Standard Deviation
--------------	------------	-------------	--------------------

<b>Pre-test</b>	69,25	24,34%	366,5
<b>Post test</b>	86,11		455,6

The table above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 69,25 which is classified as "fair" with standard deviation 366,5 and the mean score of the result of the students' post-test 86,11 is classified "very good" with standard deviation 455,6.

c. Test Significant

To know the effectiveness of using Mnemonic Technique with Crossword Puzzle Media to improve the students vocabulary, the researcher used t-test analysis in the level of significance 0,05 with the degree of freedom ( df ) = N-1 Where N= Number of students (27) therefore  $27-1= 26$  and the value t-table is 2,056.

If the t-test value was greater than the t-table at the level of significant 0,05 and degree of freedom 26, thus the alternative hypothesis ( $H_1$ ) would accepted and null hypothesis ( $H_0$ ) would be rejected.

**Table 4.7 The t-test of the Students' Vocabulary**

<b>Indicator</b>	<b>t-test</b>	<b>t-table</b>	<b>Comparison</b>	<b>Classification</b>
Vocabulary	7.082	2.056	t-test > t-table	Significantly

The result of data analysis was the t-test value (7.082) was greater than t-table value (2.056). Based on the result, the null

hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

## **B. Discussions**

In this part, the discussion dealing with the interpretation of findings derived from the result of finding about observation result of the students vocabulary in term of noun and adjective.

### **1. Improvement of Students Vocabulary in Term of Noun**

Based on the research was conducted, where samples were 27 students from 179 population, the result of the research, that Mnemonic Technique with Crossword Puzzle Media improve students vocabulary in Term of Noun. Because the researcher had investigated every elements of the instrument that researcher used. There were two instrument : Pre-test and Post-test, and the result is the mean score of vocabulary was 7,92 to 8,88, it show that the Mnemonic Technique with Crossword Puzzle Media successful to improve students vocabulary in term of noun.

The result of the research, that Mnemonic Technique with Crossword Puzzle Media improve students vocabulary, It seems from the rate mean score 7,92 to 8,88 with percentage 45,82%, it show that the students vocabulary improve after given treatment by used Mnemonic Technique with Crossword Puzzle Media.

The researcher analyzed that Mnemonic Technique with Crossword Puzzle Media is influence of students vocabulary. The researcher corrected

the mnemonic technique with crossword puzzle by focusing on the keyword method as a main technique and then crossword puzzle as a media. Beside that the researcher also focused students vocabulary in term of noun. These components also were a guideline of researcher in scoring the students' vocabulary test.

By looking at the test finding, form the data provided in classification table based on the component of vocabulary in pre-test and post-test, clearly to see that students vocabulary score especially for noun on the rate mean 7,92 to 8,88 with percentage 45,82%. It is also supported by score of t-test 7.082 and t-table 2.056, by that data the researcher concluded that Mnemonic Technique with Crossword Puzzle Media improved students vocabulary in term of noun with significance classification.

## **2. Improvement of Students Vocabulary in Term of Adjective**

The researcher also gave a test for got result of students vocabulary in term of adjective. The result of this research also indicated that students vocabulary in term of adjective had improve by used Mnemonic Technique with Crossword Puzzle Media. The mean score of vocabulary in term of adjective was 6,51 to 8,33, it show that the Mnemonic Technique with Crossword Puzzle Media successful to improve students vocabulary in term of adjective.

The researcher analyzed that Mnemonic Technique with Crossword Puzzle Media is influence of students vocabulary. The researcher corrected the mnemonic technique with crossword puzzle by focusing on the keyword



method as a main technique and then crossword puzzle as a media. Beside that the researcher also focused students vocabulary in term of adjective. These components also were a guideline of researcher in scoring the students' vocabulary test.

By looking at the test finding, form the data provided in classification table based on the component of vocabulary in pre-test and post-test, clearly to see that students vocabulary score especially for adjective on the rate mean 6,51 to 8,33 with percentage 57,07%. It is also supported by score of t-test 7.082 and t-table 2.056, by that data the researcher concluded that Mnemonic Technique with Crossword Puzzle Media improved students vocabulary in term of adjective with significance classification.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter present the conclusion and suggestion based on the research finding and discussion.

#### **A. Conclusions**

Considering the data analysis and the discussions in the previous chapter, the writer puts forward the conclusions that the effect of Mnemonic Technique with Crossword Puzzle Media improve students vocabulary at the 10<sup>th</sup> Grade of SMA Negeri 11 Watampone. The vocabulary students of the first year students of SMA Negeri 11 Watampone in Academic Year of 2018/2019 is fair classification before giving Mnemonic Technique with Crossword Puzzle Media in Teaching Vocabulary to learners. It is proved by the mean score of pre-test was 69,25 and standard deviation in pre-test was 366,5. Collaborative Mnemonic Technique with Crossword Puzzle Media is affective to improve the vocabulary of the 10th Grade Students of SMA Negeri 11 Watampone. Although fair classification but the result of the t-test 7,082 which is greater than t-table 2. 056.

#### **B. Suggestions**

Based on the conclusion above, the researcher proposes the following suggestions:

1. The English teacher at SMA Negeri 11 Watampone can use Mnemonic Technique with Crossword Puzzle Media as a media in teaching English to improve students vocabulary.
2. For the next researcher, it is suggested to use this thesis as an additional reference, especially about the effect of Mnemonic Technique with Crossword Puzzle Media in teaching vocabulary in term of noun and adjective.

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# **A P P E N D I C E S**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

SATUAN PENDIDIKAN : SMA

KELAS/SEMESTER : X / 1

MATA PELAJARAN : BAHASA INGGRIS (WAJIB)

TOPIK : Descriptive Text

ALOKASI WAKTU : 2 x 45 MENIT

### **A. KOMPETENSI INTI :**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah

secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna dalam teks deskriptif, lisan dan tulisan, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan secara benar dan sesuai dengan konteks.

## **C. INDIKATOR PENCAPAIAN KOMPETENSI**



1. Mengidentifikasi kata sifat dan kata benda yang terdapat pada teks bacaan
2. Mengidentifikasi kata sifat dan kata benda yang berhubungan dengan describing people
3. Menemukan informasi tersurat dan tersirat dari teks descriptive terkait dengan kata sifat dan kata benda
4. Mengingat kembali kata sifat dan kata benda yang terdapat pada descriptive text
5. Mengisi Pertanyaan yang terdapat pada media crossword puzzle

#### **D. TUJUAN PEMBELAJARAN**

1. Disajikan bacaan, siswa dapat mengidentifikasi noun dan adjective dengan benar
2. Diberikan beberapa kata sifat yang berhubungan dengan ciri khusus yang dimiliki seseorang, siswa dapat mengidentifikasi kata sifat yang berhubungan dengan describing people dengan benar.
3. Diberikan teks descriptive tentang describing people, siswa dapat menemukan informasi tersurat dan tersirat dari teks descriptive dengan benar terkait dengan kata sifat dan kata benda.
4. Melalui hapalan tentang kata sifat dan kata benda tersebut dapat meningkatkan pengetahuan siswa tentang kata sifat dan kata benda
5. Dengan mengisi media crossword puzzle tersebut siswa lebih mudah mengingat kata sifat dan kata benda

#### **E. MATERI PEMBELAJARAN:**

Materi pembelajaran terkait vocabulary noun dan adjective yang menggunakan media crossword puzzle :

1. Siswa menemukan kata benda, sifat, pada puzzle
2. Semua kategori yang meliputi yang meliputi, hari, minggu, bulan, subjek dll.
3. Siswa menemukan kata benda seperti kota, Negara, oang yang terkenal, dll.
4. Siswa menemukan bagian dari pekerjaan, olahraga, hobi, dll.

## DESCRIBING PEOPLE

### A. Kata sifat yang digunakan

eyebrow	round	face	calm	Tall
kind	smart	helpful	friendly	pointed
nose	short	skinny	plump	blonde hair
Stubborn	chubby	shy		

### B. Kata Benda yang digunakan

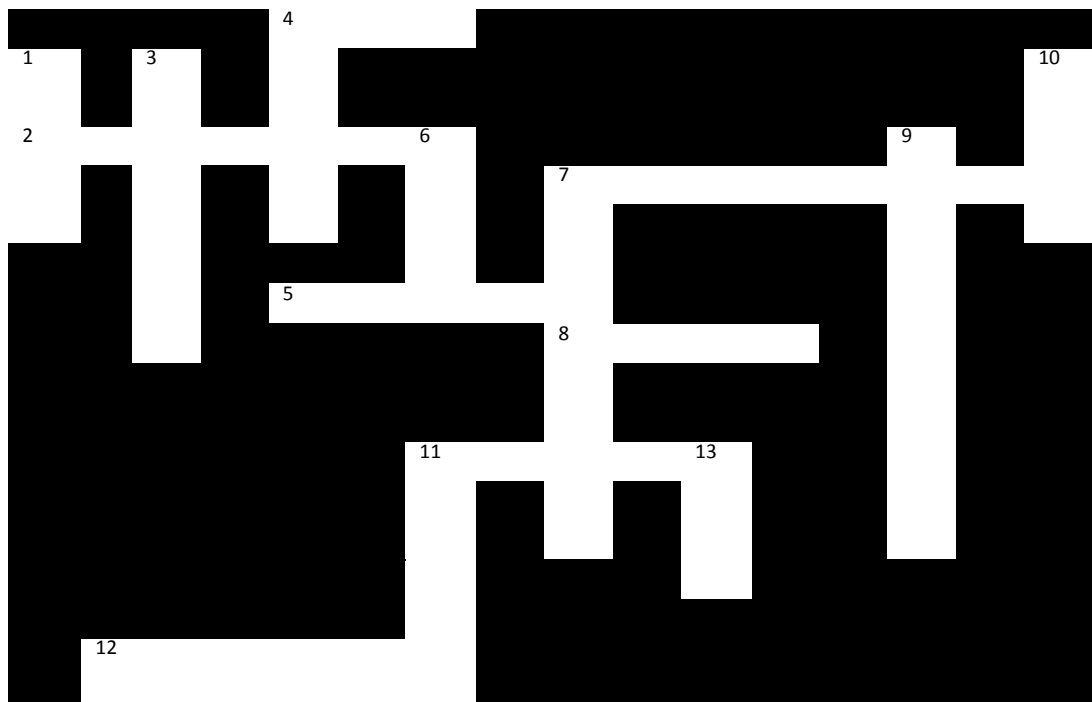
Friend	School	Class	Hair	Jeans t-shirt
Sneakers	Color	anyone	girl	Manga
sketchbook	Uniform			

### C. Teks descriptive : My best friend

I have a lot of friends in my school, but Dinda has been my best since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since. Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, of course she wears uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirt are those in bright colours like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talk active. She likes to share about her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet. Dinda loves drawing, especially manga characters. She always has a sketchbook with her everywhere she goes. She

would spend times to draw manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like dinda.

#### D. Crossword Puzzle



#### Across

- 2. Something you wear in the school
- 4. Another word of bashful
- 5. Not stupid
- 7. Keras kepala ( English)
- 8. Keep..... and Study hard
- 11. Pendek ( English )
- 12. Another word from plump

#### Down

- 1. Another word from 'CHUBBY'
- 3. She is also very.....and likes to make friend with anyone.
- 4. I have a lot of friends in my.....
- 6. Comic are made in Japan
- 7. Something you wear to make sketches
- 9. Antonym of Flat Nose
- 10. Bulat ( English )
- 11. Antonym of Fat
- 13. Tinggi (English)

## **F. METODE PEMBELAJARAN**

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mnemonic Technique with Crossword Puzzle Media
4. Teknik : Berkelompok, dan Individu

## **G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN**

1. Media : Teks, Crossword Puzzle
2. Alat : Crossword Puzzle
3. Sumber pembelajaran : Buku Bahasa Inggris kementerian Pendidikan dan kebudayaan Kurikulum 2013.

## **H. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN**

### **1. Kegiatan pendahuluan**

- a. Mengucapkan salam dan berdoa
- b. Memberi motivasi belajar
- c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
  - Do you know who is she?
  - Can you describe her appearance?
- d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

### **2. Kegiatan inti**

- 1). Mengamati
  - a. Siswa membaca teks yang diberikan

- b. Siswa mendiskusikan teks yang diberikan bersama guru
- c. Siswa diberikan beberapa kata sifat dan kata benda yang berhubungan dengan teks descriptive, siswa memahami beberapa kata sifat dan kata benda yang diberikan
- d. Setelah memahami kata sifat dan kata benda yang telah dipelajari, siswa diberikan waktu untuk mengingat kembali kata sifat dan kata benda yang terdapat pada teks
- e. Siswa diminta untuk mengisi crossword puzzle yang berisi pertanyaan tentang kata sifat dan kata benda.

2) Menanya

- a. Siswa saling melakukan Tanya jawab tentang ciri – ciri dari masing – masing siswa

3) Mengumpulkan data

- a. Secara berpasangan siswa menuliskan kalimat sederhana yang menunjukkan deskripsi dari model yang diberikan

4) Mengasosiasi

- a. Siswa mempresentasikan jawaban dari crossword puzzle yang telah mereka kerjakan

**3. Kegiatan akhir**

- Guru menyimpulkan pembelajaran yang telah disampaikan dan menyimpulkan the features that used in the descriptive text:

- a. Using adjective words
- b. Using simple present

c. Generic structure of descriptive text

- Siswa diberi tugas untuk mencari kata benda dan kata sifat lebih banyak lagi

## **I. PENILAIAN**

### **1. Jenis/teknik penilaian**

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi.

#### **Sikap:**

- observasi, penilaian diri, teman sejawat

(capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

#### **Pengetahuan:**

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR)

#### **Keterampilan:**

Unjuk kerja/Praktik, jurnal.

### **2. Bentuk instrumen dan instrumen**

**Mnemonic Technique** (siapkan fakta atau kata kunci dari materi pelajaran yang harus di ingat, kaitkan kata-kata tersebut antara satu dengan yang lain, buat visualisasi atau khayalan didalam pikiran, panggil ulang kata-kata tersebut).

**Crossword Puzzle** (Langkah pertama adalah mencurahkan gagasan (brainstorming) beberapa istilah atau nama-nama kunci yang berkaitan dengan pelajaran studi yang telah anda selesaikan, Susunlah teka-teki silang sederhana, yang mencakup item-item sebanyak yang anda dapat, Bagikan teka-teki kepada peserta didik dengan berkelompok atau individu, Masukkan kata yang beresuaian dengan panjang kotak yang tersedia secara berkesinambungan sampai seluruh kotak terisi penuh, Aturan pengisian kata-kata tersebut berhubungan dengan penyamaan jumlah karakter pada pengisian kata-kata kedalam kotak teka-teki, Isilah teka-teki tersebut secara mendatar ataupun menurun, Tentukan batasan waktu)

### 3. Pedoman penskoran

#### Rubrik

##### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	



3.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
4	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang disiplin percaya diri 1: tidak pernah percaya diri	

**b. Aspek Pengetahuan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami	

	1 = tidak memahami	
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**c . Aspek Keterampilan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	= Selalu melakukan kegiatan komunikasi yang tepat = Sering melakukan kegiatan komunikasi yang tepat = Beberapa kali melakukan kegiatan komunikasi yang tepat = Pernah melakukan kegiatan komunikasi yang tepat = tidak pernah melakukan kegiatan komunikasi yang tepat	

Guru Mata Pelajaran

A Yuniarti Dian Pratiwi

## **RENCANA PELAKSANAAN PEMBELAJARAN**

SATUAN PENDIDIKAN : SMA

KELAS/SEMESTER : X / 1

MATA PELAJARAN : BAHASA INGGRIS (WAJIB)

TOPIK : Descriptive Text

ALOKASI WAKTU : 2 x 45 MENIT

### **A. KOMPETENSI INTI :**

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah

secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR**

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.8 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

8.8 Menangkap makna dalam teks deskriptif, lisan dan tulisan, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

8.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

8.10 Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan secara benar dan sesuai dengan konteks.

### **C. INDIKATOR PENCAPAIAN KOMPETENSI**

6. Mengidentifikasi kata sifat dan kata benda yang terdapat pada teks bacaan
7. Mengidentifikasi kata sifat dan kata benda yang berhubungan dengan describing people
8. Menemukan informasi tersurat dan tersirat dari teks descriptive terkait dengan kata sifat dan kata benda
9. Mengingat kembali kata sifat dan kata benda yang terdapat pada descriptive text
10. Mengisi Pertanyaan yang terdapat pada media crossword puzzle

### **D. TUJUAN PEMBELAJARAN**

6. Disajikan bacaan, siswa dapat mengidentifikasi noun dan adjective dengan benar
7. Diberikan beberapa kata sifat yang berhubungan dengan ciri khusus yang dimiliki seseorang, siswa dapat mengidentifikasi kata sifat yang berhubungan dengan describing people dengan benar.
8. Diberikan teks descriptive tentang describing people, siswa dapat menemukan informasi tersurat dan tersirat dari teks descriptive dengan benar terkait dengan kata sifat dan kata benda.
9. Melalui hapalan tentang kata sifat dan kata benda tersebut dapat meningkatkan pengetahuan siswa tentang kata sifat dan kata benda
10. Dengan mengisi media crossword puzzle tersebut siswa lebih mudah mengingat kata sifat dan kata benda

### **E. MATERI PEMBELAJARAN:**

Materi pembelajaran terkait vocabulary noun dan adjective yang menggunakan media crossword puzzle :

5. Siswa menemukan kata benda, sifat, pada puzzle
6. Semua kategori yang meliputi yang meliputi, hari, minggu, bulan, subjek dll.
7. Siswa menemukan kata benda seperti kota, Negara, oang yang terkenal, dll.
8. Siswa menemukan bagian dari pekerjaan, olahraga, hobi, dll.

### **DESCRIBING TOURISM PLACE**

Kata sifat yang digunakan

Tall	Recognizable	Highest	Height
------	--------------	---------	--------

Kata Benda yang digunakan

Tower	Monument	Antene	Restaurant
Paris	Building	Ladder	Bridge
Prancis	Door	Film	

Teks descriptive : **The Eiffel Tower**

#### **The Eiffel Tower**

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris

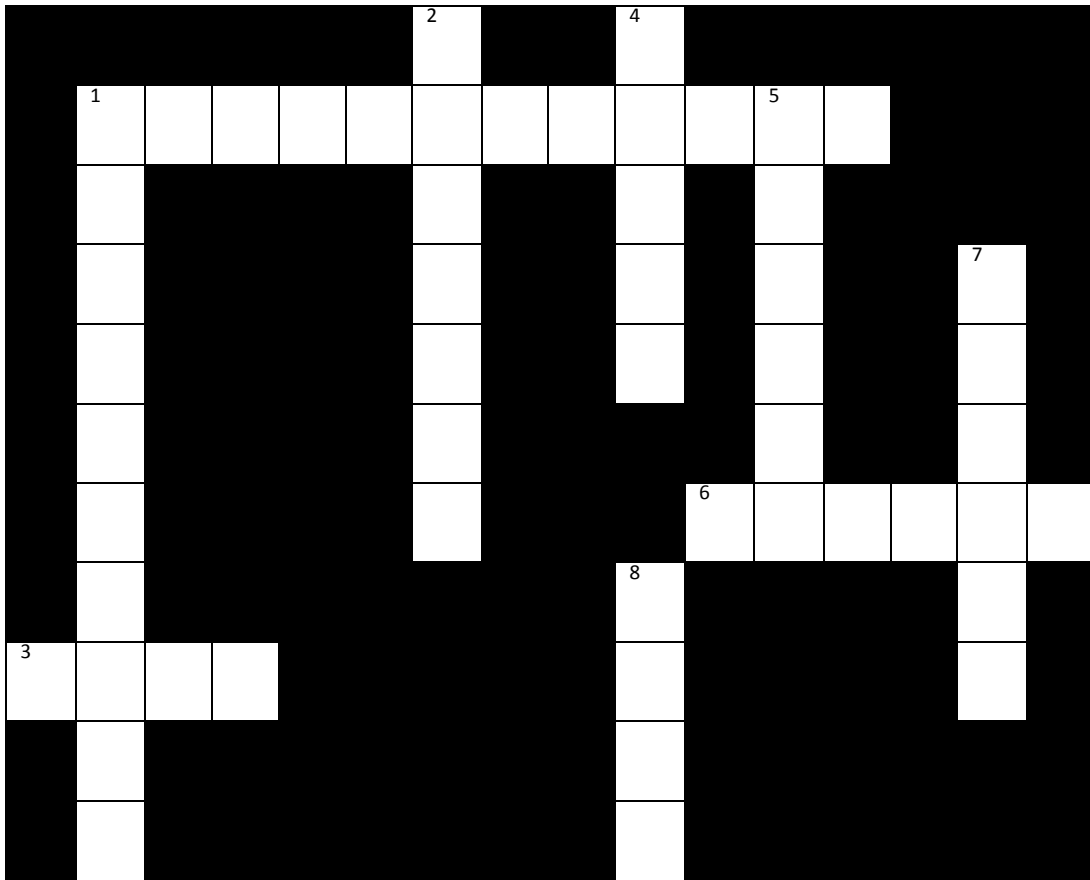
and the most-visited paid monument in the world; millions of people ascend it every

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by ladder or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

## Crossword Puzzle



### Across

1. Built in 1889, it has become both a global icon of France and one of the most ..... structures in the world.
3. Tinggi ( English)
4. Jembatan (English)

### Down

1. Place to eat
2. Antena (English)
4. The Eiffel .....
5. Tickets can be purchased to ascend, by ..... or lift, to the first and second levels
7. Another word from "TALL"
8. Pintu (English)



## **F. METODE PEMBELAJARAN**

5. Pendekatan : Scientific Approach
6. Model : Discovery Learning
7. Metode : Mnemonic Technique with Crossword Puzzle Media
8. Teknik : Berkelompok, dan Individu

## **G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN**

4. Media : Teks, Crossword Puzzle
5. Alat : Crossword Puzzle
6. Sumber pembelajaran : Buku Bahasa Inggris kementerian Pendidikan dan kebudayaan Kurikulum 2013.

## **H. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN**

### **4. Kegiatan pendahuluan**

- e. Mengucapkan salam dan berdoa
- f. Memberi motivasi belajar
- g. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
  - Do you know who is she?
  - Can you describe her appearance?
- h. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

### **5. Kegiatan inti**

- 1). Mengamati

- f. Siswa membaca teks yang diberikan
- g. Siswa mendiskusikan teks yang diberikan bersama guru
- h. Siswa diberikan beberapa kata sifat dan kata benda yang berhubungan dengan teks descriptive, siswa memahami beberapa kata sifat dan kata benda yang diberikan
- i. Setelah memahami kata sifat dan kata benda yang telah dipelajari, siswa diberikan waktu untuk mengingat kembali kata sifat dan kata benda yang terdapat pada teks
- j. Siswa diminta untuk mengisi crossword puzzle yang berisi pertanyaan tentang kata sifat dan kata benda.

5) Menanya

- b. Siswa saling melakukan Tanya jawab tentang ciri – ciri dari masing – masing siswa

6) Mengumpulkan data

- b. Secara berpasangan siswa menuliskan kalimat sederhana yang menunjukkan deskripsi dari model yang diberikan

7) Mengasosiasi

- b. Siswa mempresentasikan jawaban dari crossword puzzle yang telah mereka kerjakan

**6. Kegiatan akhir**

- Guru menyimpulkan pembelajaran yang telah disampaikan dan menyimpulkan the features that used in the descriptive text:

- d. Using adjective words

- e. Using simple present
- f. Generic structure of descriptive text
  - Siswa diberi tugas untuk mencari kata benda dan kata sifat lebih banyak lagi

## **I. PENILAIAN**

### **1. Jenis/teknik penilaian**

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi.

#### **Sikap:**

- observasi, penilaian diri, teman sejawat  
(capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.
- Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

#### **Pengetahuan:**

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR)

#### **Keterampilan:**

Unjuk kerja/Praktik, jurnal.

### **2. Bentuk instrumen dan instrumen**

**Mnemonic Technique** (siapkan fakta atau kata kunci dari materi pelajaran yang harus di ingat, kaitkan kata-kata tersebut antara satu dengan yang lain, buat visualisasi atau khayalan didalam pikiran, panggil ulang kata-kata tersebut).

**Crossword Puzzle** (Langkah pertama adalah mencurahkan gagasan (brainstorming) beberapa istilah atau nama-nama kunci yang berkaitan dengan pelajaran studi yang telah anda selesaikan, Susunlah teka-teki silang sederhana, yang mencakup item-item sebanyak yang anda dapat, Bagikan teka-teki kepada peserta didik dengan berkelompok atau individu, Masukkan kata yang beresuaian dengan panjang kotak yang tersedia secara berkesinambungan sampai seluruh kotak terisi penuh, Aturan pengisian kata-kata tersebut berhubungan dengan penyamaan jumlah karakter pada pengisian kata-kata kedalam kotak teka-teki, Isilah teka-teki tersebut secara mendatar ataupun menurun, Tentukan batasan waktu)

### 3. Pedoman penskoran

#### Rubrik

##### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung jawab	5: selalu tanggung jawab	

		4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
4	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang disiplin percaya diri 1: tidak pernah percaya diri	

**b. Aspek Pengetahuan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna	

		1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

**c . Aspek Keterampilan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	= Selalu melakukan kegiatan komunikasi yang tepat = Sering melakukan kegiatan komunikasi yang tepat = Beberapa akli melakukan kegiatan	

	<p>komunikasi yang tepat</p> <p>= Pernah melakukan kegiatan komunikasi yang tepat</p> <p>= tidak pernah melakukan kegiatan komunikasi yang tepat</p>	
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Guru Mata Pelajaran

A Yuniarti Dian Pratiwi

SATUAN PENDIDIKAN : SMA  
KELAS/SEMESTER : X / 1  
MATA PELAJARAN : BAHASA INGGRIS (WAJIB)  
TOPIK : Descriptive Text  
ALOKASI WAKTU : 2 x 45 MENIT

**A. KOMPETENSI INTI :**

9. Menghayati dan mengamalkan ajaran agama yang dianutnya
10. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
11. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
12. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah



secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR**

1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

12.8 Menangkap makna dalam teks deskriptif, lisan dan tulisan, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

12.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

12.10 Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan secara benar dan sesuai dengan konteks.

### **C. INDIKATOR PENCAPAIAN KOMPETENSI**

11. Mengidentifikasi kata sifat dan kata benda yang terdapat pada teks bacaan
12. Mengidentifikasi kata sifat dan kata benda yang berhubungan dengan describing people
13. Menemukan informasi tersurat dan tersirat dari teks descriptive terkait dengan kata sifat dan kata benda
14. Mengingat kembali kata sifat dan kata benda yang terdapat pada descriptive text
15. Mengisi Pertanyaan yang terdapat pada media crossword puzzle

### **D. TUJUAN PEMBELAJARAN**

11. Disajikan bacaan, siswa dapat mengidentifikasi noun dan adjective dengan benar
12. Diberikan beberapa kata sifat yang berhubungan dengan ciri khusus yang dimiliki seseorang, siswa dapat mengidentifikasi kata sifat yang berhubungan dengan describing people dengan benar.
13. Diberikan teks descriptive tentang describing people, siswa dapat menemukan informasi tersurat dan tersirat dari teks descriptive dengan benar terkait dengan kata sifat dan kata benda.
14. Melalui hapalan tentang kata sifat dan kata benda tersebut dapat meningkatkan pengetahuan siswa tentang kata sifat dan kata benda
15. Dengan mengisi media crossword puzzle tersebut siswa lebih mudah mengingat kata sifat dan kata benda

### **E. MATERI PEMBELAJARAN:**

Materi pembelajaran terkait vocabulary noun dan adjective yang menggunakan media crossword puzzle :

9. Siswa menemukan kata benda, sifat, pada puzzle
10. Semua kategori yang meliputi, Warna, hari, minggu, bulan, subjek dll.
11. Siswa menemukan kata benda seperti kota, Negara, oang yang terkenal, dll.
12. Siswa menemukan bagian dari pekerjaan, olahraga, hobi, dll.

### **DESCRIBING TOURISM PLACE**

Kata sifat yang digunakan

Polite	Orange	Brown	Pink	Tall	Long
Black	Yellow	Small	Big	Thin	Happy

Kata Benda yang digunakan

City	Hair	Nose	Cat	Coke
America	Eyes	Mouth	Pizza	

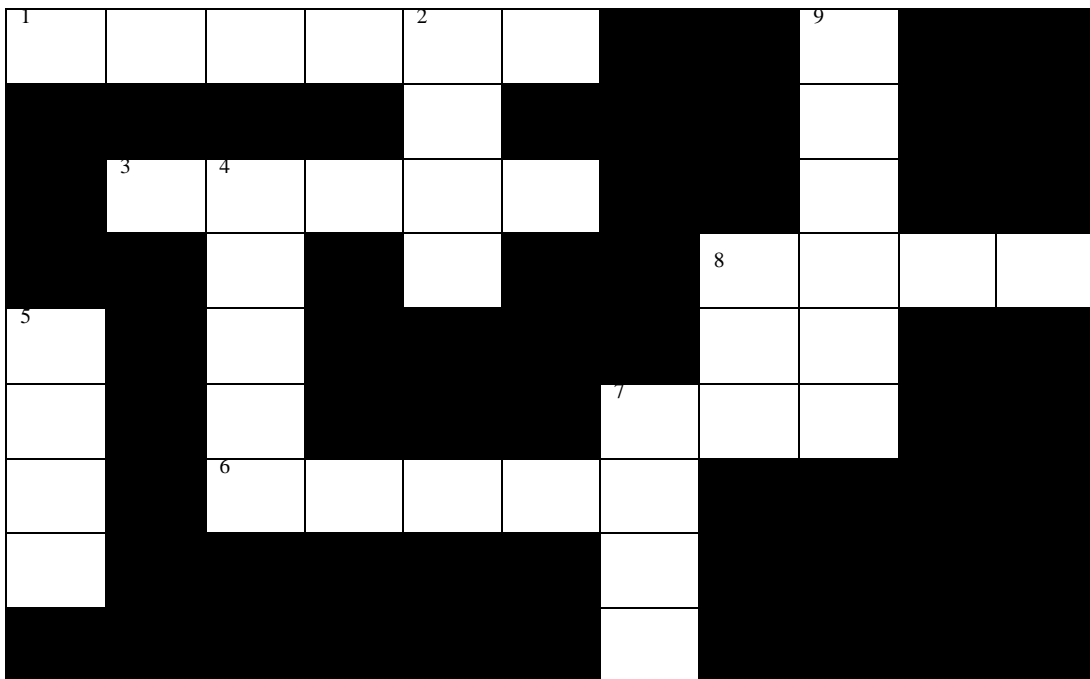
Teks descriptive : **My Name is Lizzy**

### **My Name is Lizzy**

Hi,my name is Lizzie and my surname is Brown. I'm ten years old and I'm American. I live in 27 Lincoln Street in New York. It is a big city

in the USA. I'm tall and thin. I've got long brown hair, black eyes, a small nose and a big mouth. I'm wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I've got two nice bunches with two yellow ribbons in my hair. I'm good-temperate , polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can't play basketball.

### Crossword Puzzle



#### Across

1. Sopan (English)
3. A.....nose
6. I'm good-temperate , polite and .....
8. The color of the sky when it's sunny

#### Down

2. Tinggi ( English )
4. a small nose and a big.....
5. . My favorite.....is pizza
- 7.Limbs that are used for viewing
8. Besar (English)
9. Today I've got two nice bunches with two.....ribbons in my hair

## **F. METODE PEMBELAJARAN**

9. Pendekatan : Scientific Approach
10. Model : Discovery Learning
11. Metode : Mnemonic Technique with Crossword Puzzle Media
12. Teknik : Berkelompok, dan Individu

## **G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN**

7. Media : Teks, Crossword Puzzle
8. Alat : Crossword Puzzle
9. Sumber pembelajaran : Buku Bahasa Inggris kementerian Pendidikan dan kebudayaan Kurikulum 2013.

## **H. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN**

### **7. Kegiatan pendahuluan**

- i. Mengucapkan salam dan berdoa
- j. Memberi motivasi belajar
- k. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
  - Do you know who is she?
  - Can you describe her appearance?
- l. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

### **8. Kegiatan inti**

- 1). Mengamati
- k. Siswa membaca teks yang diberikan

- l. Siswa mendiskusikan teks yang diberikan bersama guru
- m. Siswa diberikan beberapa kata sifat dan kata benda yang berhubungan dengan teks descriptive, siswa memahami beberapa kata sifat dan kata benda yang diberikan
- n. Setelah memahami kata sifat dan kata benda yang telah dipelajari, siswa diberikan waktu untuk mengingat kembali kata sifat dan kata benda yang terdapat pada teks
- o. Siswa diminta untuk mengisi crossword puzzle yang berisi pertanyaan tentang kata sifat dan kata benda.

8) Menanya

- c. Siswa saling melakukan Tanya jawab tentang ciri – ciri dari masing – masing siswa

9) Mengumpulkan data

- c. Secara berpasangan siswa menuliskan kalimat sederhana yang menunjukkan deskripsi dari model yang diberikan

10) Mengasosiasi

- c. Siswa mempresentasikan jawaban dari crossword puzzle yang telah mereka kerjakan

**9. Kegiatan akhir**

- Guru menyimpulkan pembelajaran yang telah disampaikan dan menyimpulkan the features that used in the descriptive text:

g. Using adjective words

h. Using simple present

i. Generic structure of descriptive text

- Siswa diberi tugas untuk mencari kata benda dan kata sifat lebih banyak lagi

## **I. PENILAIAN**

### **1. Jenis/teknik penilaian**

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi.

#### **Sikap:**

- observasi, penilaian diri, teman sejawat

(capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

#### **Pengetahuan:**

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR)

#### **Keterampilan:**

Unjuk kerja/Praktik, jurnal.

### **2. Bentuk instrumen dan instrumen**

**Mnemonic Technique** (siapkan fakta atau kata kunci dari materi pelajaran yang harus di ingat, kaitkan kata-kata tersebut antara satu dengan yang lain, buat visualisasi atau khayalan didalam pikiran, panggil ulang kata-kata tersebut).

**Crossword Puzzle** (Langkah pertama adalah mencurahkan gagasan (brainstorming) beberapa istilah atau nama-nama kunci yang berkaitan dengan pelajaran studi yang telah anda selesaikan, Susunlah teka-teki silang sederhana, yang mencakup item-item sebanyak yang anda dapat, Bagikan teka-teki kepada peserta didik dengan berkelompok atau individu, Masukkan kata yang beresuaian dengan panjang kotak yang tersedia secara berkesinambungan sampai seluruh kotak terisi penuh, Aturan pengisian kata-kata tersebut berhubungan dengan penyamaan jumlah karakter pada pengisian kata-kata kedalam kotak teka-teki, Isilah teka-teki tersebut secara mendatar ataupun menurun, Tentukan batasan waktu)

### 3. Pedoman penskoran

#### Rubrik

##### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung	5: selalu tanggung jawab	



	jawab	4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
4	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri	
		2: jarang disiplin percaya diri 1: tidak pernah percaya diri	

**d. Aspek Pengetahuan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna	

		2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

**c . Aspek Keterampilan**

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	= Selalu melakukan kegiatan komunikasi yang tepat = Sering melakukan kegiatan komunikasi yang tepat	

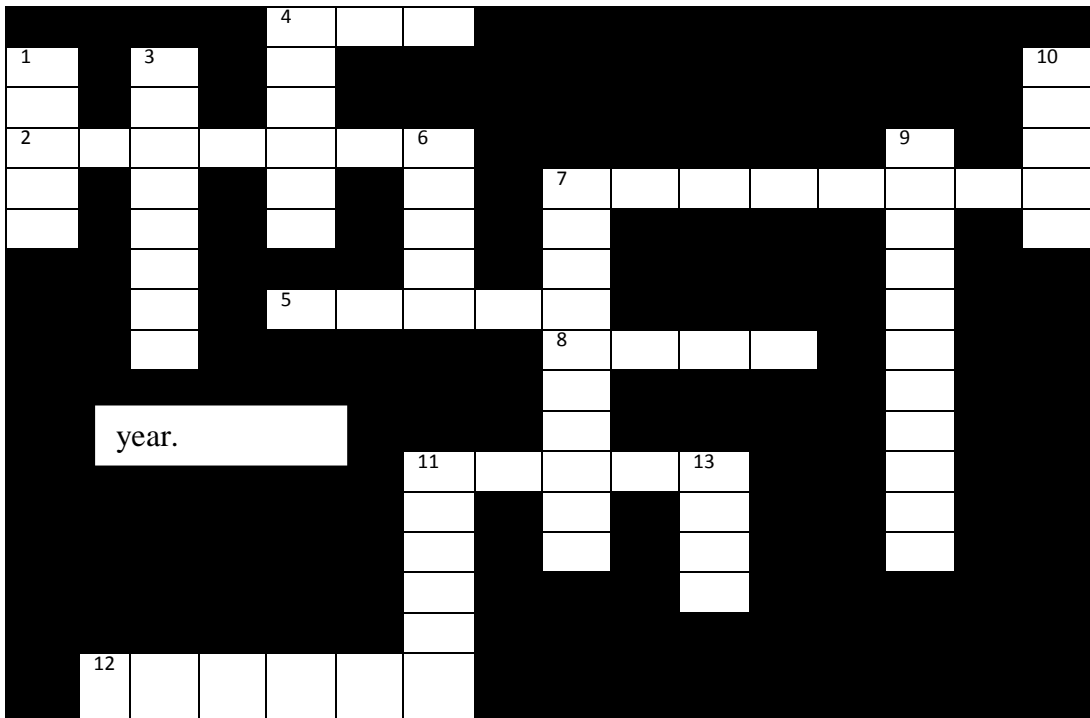
	= Beberapa akli melakukan kegiatan komunikasi yang tepat	
	= Pernah melakukan kegiatan komunikasi yang tepat = tidak pernah melakukan kegiatan komunikasi yang tepat	

Guru Mata Pelajaran

## Teaching Material

### My best friend

I have a lot of friends in my school, but Dinda has been my best since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since. Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, of course she wears uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirt are those in bright colours like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talk active. She likes to share about her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet. Dinda loves drawing, especially manga characters. She always has a sketchbook with her everywhere she goes. She would spend times to draw manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.



**Across**

- 2. Something you wear in the school
- 4. Another word of bashful
- 5. Not stupid
- 7. Keras kepala ( English)
- 8. Keep..... and Study hard
- 11. Pendek ( English )
- 12. Another word from plump

**Down**

- 1. Another word from 'CHUBBY'
- 3. She is also very.....and likes to make friend with anyone.
- 4. I have a lot of friends in my.....
- 6. Comic are made in Japan
- 7. Something you wear to make sketches
- 9. Antonym of Flat Nose
- 10. Bulat ( English )
- 11. Antonym of Fat
- 13. Tinggi (English)

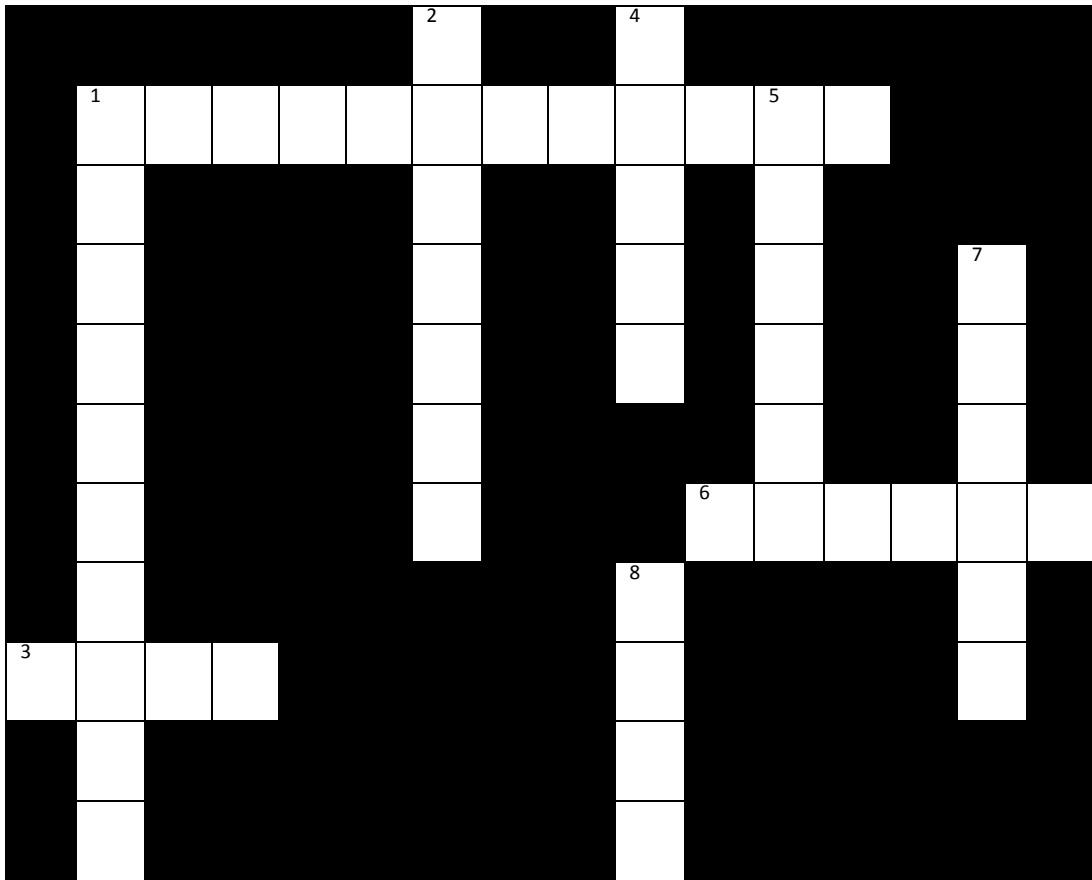
## **The Eiffel Tower**

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by ladder or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.



**Across**

1. Built in 1889, it has become both a global icon of France and one of the most ..... structures in the world.
3. Tinggi ( English)
4. Jembatan (English)

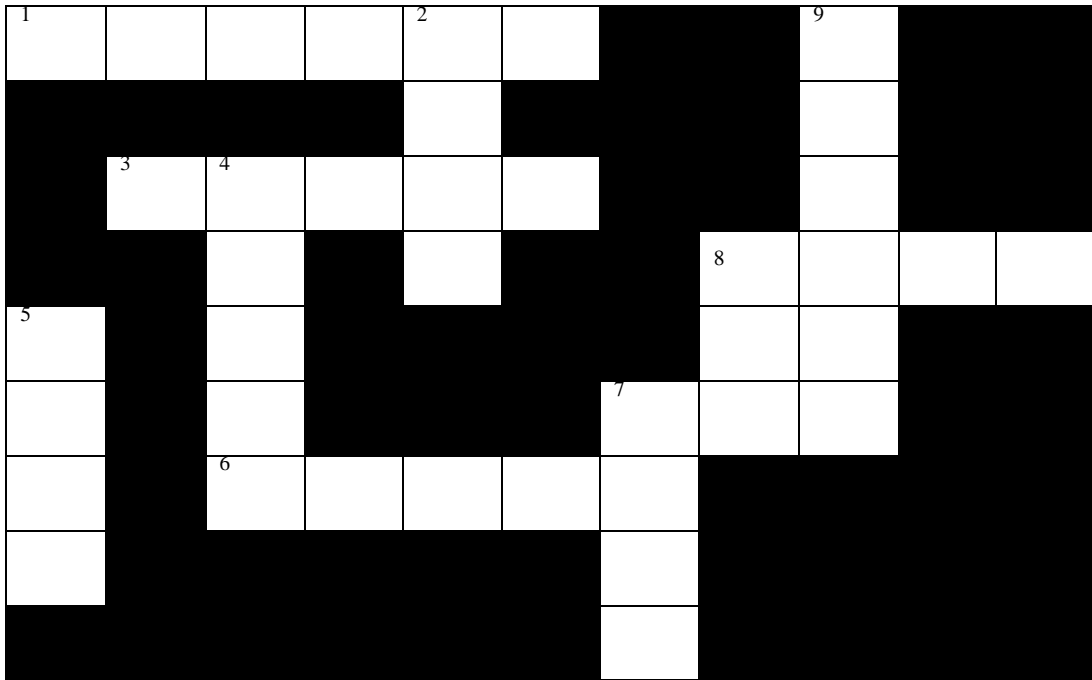
**Down**

1. Place to eat
2. Antena (English)
4. The Eiffel .....
5. Tickets can be purchased to ascend, by ..... or lift, to the first and second levels
7. Another word from "TALL"
8. Pintu (English)

### **My Name is Lizzy**

Hi,my name is Lizzie and my surname is Brown. I'm ten years old and I'm American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I'm tall and thin. I've got long brown hair, black eyes, a small nose and a big mouth. I'm wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I've got two nice bunches with two yellow ribbons in my hair. I'm good-temperate , polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can't play basketball.





Across

1. Sopan (English)
3. A.....nose
6. I'm good-temperate , polite and .....
8. The color of the sky when it's sunny

Down

2. Tinggi ( English )
4. a small nose and a big.....
5. . My favorite.....is pizza
- 7.Limbs that are used for viewing
8. Besar (English)
9. Today I've got two nice bunches with two.....ribbons in my hair

### MULTIPLE CHOICE PRE-TEST

1. Something you wear in the school!
  - a. Uniform
  - b. Unifrom
  - c. Unniform
  - d. Unifform
2. Another word of “Bashful” is ..... ?
  - a. Shy
  - b. Stupid
  - c. Clever
  - d. Polite
3. Comic are made in Japan is ... ?
  - a. Manga
  - b. Novel
  - c. Book
  - d. Sketch
4. The Eiffel is .... ?
  - a. Bridge
  - b. Lift
  - c. Tower
  - d. Mosque
5. The Place to eat!
  - a. Restaurant
  - b. School
  - c. Hospital
  - d. Mosque
6. My favorite ..... is pizza!
  - a. Drink
  - b. Food
  - c. Place
  - d. Movie

7. The color of the sky when it's sunny is ... ?
  - a. Yellow
  - b. Blue
  - c. Pink
  - d. Black
8. Limbs that are used for viewing is .... ?
  - a. Finger
  - b. Nose
  - c. Mouth
  - d. Eyes
9. She was taken to hospital when she became.... ?
  - a. Sick
  - b. Sickness
  - c. Sicked
  - d. Sickes
10. I'm feeling really.....today!
  - a. Happy
  - b. Late
  - c. Long
  - d. Round
11. The food at this supermarket is always ?
  - a. Gentle
  - b. Hopeful
  - c. Empty
  - d. Fresh
12. Which word is an adjective ?
  - a. Glass
  - b. Polite
  - c. Book
  - d. Table
13. Which word is an adjective ?

- a. Pizza
- b. Stupid
- c. Coke
- d. Food

14. Which word is a noun ?

- a. Soft
- b. Pen
- c. Stupid
- d. Clever

15. Which word is a noun ?

- a. Happy
- b. Cool
- c. Hot
- d. Glasses

16. I have a ..... house in this area!

- a. Hot
- b. Glad
- c. Large
- d. Funny

17. Lizzy have a ..... nose!

- a. Small
- b. Good
- c. Stupid
- d. Black

18. Superman is the most..... hero!

- a. Strong
- b. Shy
- c. Stupid
- d. Slow

19. Lizzy is very ..... so she needs food!

- a. Brave
- b. Old
- c. Late
- d. Hungry

20. My mother is watching ..... now!

- a. A TV
- b. A magazine
- c. A newspaper
- d. A radio

### MULTIPLE CHOICE POST-TEST

1. I'm feeling really.....today!
  - a. Happy
  - b. Late
  - c. Long
  - d. Round
2. The food at this supermarket is always ?
  - a. Gentle
  - b. Hopeful
  - c. Empty
  - d. Fresh
3. Which word is an adjective ?
  - a. Glass
  - b. Polite
  - c. Book
  - d. Table
4. Which word is an adjective ?
  - a. Pizza
  - b. Stupid
  - c. Coke
  - d. Food
5. Which word is a noun ?
  - a. Soft
  - b. Pen
  - c. Stupid
  - d. Clever
6. Which word is a noun ?
  - a. Happy
  - b. Cool
  - c. Hot
  - d. Glasses

7. I have a ..... house in this area!
  - a. Hot
  - b. Glad
  - c. Large
  - d. Funny
8. Lizzy have a ..... nose!
  - a. Small
  - b. Good
  - c. Stupid
  - d. Black
9. Superman is the most..... hero!
  - a. Strong
  - b. Shy
  - c. Stupid
  - d. Slow
10. Lizzy is very ..... so she needs food!
  - a. Brave
  - b. Old
  - c. Late
  - d. Hungry
11. My mother is watching ..... now!
  - a. A TV
  - b. A magazine
  - c. A newspaper
  - d. A radio
12. Something you wear in the school!
  - a. Uniform
  - b. Unifrom
  - c. Unniform
  - d. Unifform
13. Another word of ‘’Bashful’’ is ..... ?

- a. Shy
- b. Stupid
- c. Clever
- d. Polite

14. Comic are made in Japan is ... ?

- a. Manga
- b. Novel
- c. Book
- d. Sketch

15. The Eiffel is .... ?

- a. Bridge
- b. Lift
- c. Tower
- d. Mosque

16. The Place to eat!

- a. Restaurant
- b. School
- c. Hospital
- d. Mosque

17. My favorite ..... is pizza!

- a. Drink
- b. Food
- c. Place
- d. Movie

18. The color of the sky when it's sunny is ... ?

- a. Yellow
- b. Blue
- c. Pink
- d. Black



19. Limbs that are used for viewing is .... ?

- a. Finger
- b. Nose
- c. Mouth
- d. Eyes

20. She was taken to hospital when she became.... ?

- a. Sick
- b. Sickness
- c. Sicked
- d. Sickes

## APPENDIX D

### THE RESULT OF THE STUDENTS VOCABULARY IN PRE-TEST

Sample	Pre-Test		Score	Classification
	Multiple Choice			
	Noun	Adjective		
1	7	8	75	Good
2	9	6	75	Good
3	9	6	75	Good
4	7	6	65	Fairly
5	8	7	75	Good
6	8	7	75	Good
7	7	8	75	Good
8	6	7	65	Fairly
9	6	9	75	Good
10	8	7	75	Good
11	7	3	50	Fairly
12	9	7	80	Good
13	7	6	65	Fairly
14	8	7	75	Good
15	6	8	75	Good
16	6	7	65	Fairly
17	8	7	75	Good
18	8	7	75	Good
19	6	8	70	Good
20	10	7	85	Good
21	8	7	75	Good
22	6	4	50	Fairly
23	6	7	65	Fairly
24	7	2	45	Poor
25	8	6	70	Good
26	7	8	75	Good
27	5	4	45	Poor
$\Sigma X$	197	176	1870	
X	7,29	6,51	69,25	

## APPENDIX E

### THE RESULT OF THE STUDENTS VOCABULARY IN POST-TEST

Sample	Post-Test		Score	Classification
	Multiple Choice			
	Noun	Adjective		
1	8	9	85	Good
2	9	8	85	Good
3	9	8	85	Good
4	9	8	85	Good
5	9	8	85	Good
6	8	9	85	Good
7	9	8	85	Good
8	10	10	100	Very Good
9	9	10	95	Very Good
10	8	9	85	Good
11	8	8	80	Good
12	10	10	100	Very Good
13	8	10	90	Very Good
14	10	7	85	Good
15	9	8	85	Good
16	9	7	80	Good
17	9	8	85	Good
18	9	8	85	Good
19	9	7	80	Good
20	9	8	85	Good
21	11	6	85	Good
22	10	7	85	Good
23	8	9	85	Good
24	9	7	80	Good
25	8	9	85	Good
26	8	10	90	Very Good
27	8	9	85	Good
$\Sigma X$	240	225	2325	
X	8,88	8,33	86,11	

**APPENDIX F**

**THE STUDENTS' TOTAL SCORE VOCABULARY**

Sample	Score		$(X_1)^2$	$(X_2)^2$	D	$D^2$
	Pre-Test	Post-Test			$(X_2 - X_1)$	
	$(X_1)$	$(X_2)$				
1	75	85	5625	7225	10	100
2	75	85	5625	7225	10	100
3	75	85	5625	7225	10	100
4	65	85	4225	7225	20	400
5	70	85	4900	7225	15	225
6	75	85	5625	7225	10	100
7	75	85	5625	7225	10	100
8	65	100	4225	10000	35	1225
9	75	95	5625	9025	20	400
10	75	85	5625	7225	10	100
11	50	80	2500	6400	30	900
12	80	100	6400	10000	20	400
13	65	90	4225	8100	25	625
14	75	85	5625	7225	10	100
15	75	85	5625	7225	10	100
16	65	80	4225	6400	15	225
17	75	85	5625	7225	10	100
18	75	85	5625	7225	10	100
19	70	80	4900	6400	10	100
20	75	85	5625	7225	10	100
21	75	85	5625	7225	10	100
22	50	85	2500	7225	35	1225
23	65	85	4225	7225	20	400
24	45	80	2025	6400	35	1225
25	70	85	4900	7225	15	225
26	45	90	2025	8100	45	2025
27	75	85	5625	7225	10	100
$\Sigma X$	1885	2325	3553225	5405625	440	10900
X	69,81	86,11	4,873.43	7,414.93	16,3	265,69

## APPENDIX G

### THE RESULT OF THE STUDENTS VOCABULARY IN TERM NOUN IN PRE-TEST AND POST-TEST

Sample	Score		X <sub>1</sub>	X <sub>2</sub>	D(X <sub>2</sub> -X <sub>1</sub> )	D <sup>2</sup>
	Pre-Test	Post-Test				
	(X <sub>1</sub> )	(X <sub>2</sub> )				
1	7	8	49	64	1	1
2	9	9	81	81	0	0
3	9	9	81	81	0	0
4	7	9	49	81	2	4
5	8	9	64	81	1	1
6	8	8	64	64	0	0
7	7	9	49	81	2	4
8	6	10	36	100	4	16
9	6	9	36	81	3	9
10	8	8	64	64	0	0
11	7	8	49	64	1	1
12	9	10	81	100	1	1
13	7	8	49	64	1	1
14	8	10	64	100	2	4
15	6	9	36	81	3	9
16	6	9	36	81	3	9
17	8	9	64	81	1	1
18	8	9	64	81	1	1
19	6	9	36	81	3	9
20	10	9	100	81	-1	1
21	8	11	64	121	3	9
22	6	10	36	100	4	16
23	6	8	36	64	2	4
24	7	9	49	81	2	4
25	8	8	64	64	0	0
26	7	8	49	64	1	1
27	5	8	25	64	3	9
ΣX	197	240	1475	2150	43	115
X	7,29	8,88	54,6	79,62	1,59	4,25

**APPENDIX H**  
**THE RESULT OF THE STUDENTS VOCABULARY IN TERM**  
**ADJECTIVE IN PRE-TEST AND POST-TEST**

Sample	Score		$X_1$	$X_2$	$D(X_2 - X_1)$	$D^2$
	Pre-Test	Post-Test				
	$(X_1)$	$(X_2)$				
1	8	9	64	81	1	1
2	6	8	36	64	2	4
3	6	8	36	64	2	4
4	6	8	36	64	2	4
5	7	8	49	64	1	1
6	7	9	49	81	2	4
7	8	8	64	64	0	0
8	7	10	49	100	3	9
9	9	10	81	100	1	1
10	7	9	49	81	2	4
11	3	8	9	64	5	25
12	7	10	49	100	3	9
13	6	10	36	100	4	16
14	7	7	49	49	0	0
15	8	8	64	64	0	0
16	7	7	49	49	0	0
17	7	8	49	64	1	1
18	7	8	49	64	1	1
19	8	7	64	49	-1	1
20	7	8	49	64	1	1
21	7	6	49	36	-1	1
22	4	7	16	49	3	9
23	7	9	49	81	2	4
24	2	7	4	49	2	4
25	6	9	36	81	3	9
26	8	10	64	100	2	4
27	4	9	16	81	5	25
$\Sigma X$	176	225	1214	1907	46	142
$\bar{X}$	6,51	8,33	44,96	70,62	1,7	5,25

## APPENDIX I

### THE STUDENTS MEAN SCORE OF THE STUDENTS' TEST

#### 1. Vocabulary

##### Mean Score of the Students Pre-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 69,25$$

$$N = 27$$

$$X = \frac{69,25}{27}$$

$$X_1 = 2,56$$

##### Mean Score of the Students Pos-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 86,11$$

$$N = 27$$

$$X = \frac{86,11}{27}$$

$$X_2 = 3,18$$

#### 2. Noun

##### Mean Score of the Students Pre-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 197$$

$$N = 27$$

$$X = \frac{197}{27}$$

$$X_1 = 7,29$$

### **Mean Score of the Students' Post-Test**

$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 240$$

$$N = 27$$

$$X = \frac{240}{27}$$

$$X_2 = 8,88$$

### **3. Adjective**

#### **Mean Score of the Students Pre-Test**

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 176$$

$$N = 27$$

$$X = \frac{176}{27}$$

$$X_1 = 6,51$$

#### **Mean Score of the Students' Post-Test**

$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 225$$

$$N = 27$$

$$X = \frac{225}{27}$$

$$X_2 = 8,33$$



## APPENDIX J

### THE PERCENTAGE OF INCREASING ACHIEVEMENT

#### 1. The Improvement of the Students Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{3,18 - 2,56}{2,56} \times 100$$

$$P = \frac{0,62}{2,56} \times 100$$

$$P = 24,21\%$$

#### 2. The Improvement of the Students in term Noun

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{8,88 - 7,29}{7,29} \times 100$$

$$P = \frac{1,59}{7,29} \times 100$$

$$P = 21,81\%$$

#### 3. The Improvement of the Students in term Adjective

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{8,33 - 6,51}{6,51} \times 100$$

$$P = \frac{1,82}{6,51} \times 100$$

$$P = 27,95\%$$

## APPENDIX K

### STUDENTS STANDARD DEVIATION IN PRE-TEST AND POST-TEST

#### A. Vocabulary

##### Pre-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{130025 - \frac{(1855)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{130025 - \frac{3.441.025}{27}}}{27-1}$$

$$SD = \frac{\sqrt{130025 - 127.445,37}}{26}$$

$$SD = \frac{\sqrt{2.579,63}}{26}$$

$$SD = \sqrt{99,21}$$

$$SD = 9,96$$

##### Post-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{200875 - \frac{(2325)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{200875 - \frac{5.405.625}{27}}}{27-1}$$

$$SD = \frac{\sqrt{200875 - 200.208,33}}{26}$$

$$SD = \frac{\sqrt{666,67}}{26}$$

$$SD = \sqrt{25,64}$$

$$SD = 5,06$$

#### B. Noun

##### Pre-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{1475 - \frac{(197)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1475 - \frac{38809}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1475 - 1.437,37}}{26}$$

$$SD = \frac{\sqrt{37,63}}{26}$$

$$SD = \sqrt{1,44}$$

$$SD = 1,2$$

##### Post-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{2150 - \frac{(240)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{2150 - \frac{57600}{27}}}{27-1}$$

$$SD = \frac{\sqrt{2150 - 2.133,33}}{26}$$

$$SD = \frac{\sqrt{16,67}}{26}$$

$$SD = \sqrt{0,64}$$

$$SD = 0,8$$

### C. Adjective

**Pre-test**

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{1214 - \frac{(176)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1214 - \frac{30976}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1214 - 1.147,25}}{26}$$

$$SD = \frac{\sqrt{66,75}}{26}$$

$$SD = \sqrt{2,56}$$

$$SD = 1,6$$

**Post-test**

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{1907 - \frac{(225)^2}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1907 - \frac{50625}{27}}}{27-1}$$

$$SD = \frac{\sqrt{1907 - 1875}}{26}$$

$$SD = \frac{\sqrt{32}}{26}$$

$$SD = \sqrt{1,23}$$

$$SD = 1,1$$

**APPENDIX L**  
**TEST OF SIGNIFICANT DIFFERENCE**

**A. t-Test**

**1. Vocabulary**

Notes:  $\sum D = 440$   
 $\sum D^2 = 10900$   
 $N = 27$

$$D = \frac{\sum \square}{N} = \frac{440}{27} = 16,29$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{16,29}{\frac{\sqrt{10900 - \frac{(440)^2}{27}}}{27(27-1)}}$$

$$t = \frac{16,29}{\frac{\sqrt{10900 - 7.170,37}}{27(26)}}$$

$$t = \frac{16,29}{\frac{3.729,63}{702}}$$

$$t = \frac{16,29}{\sqrt{5,31}}$$

$$t = \frac{16,29}{2,30}$$

$$t = 7,08$$

**2. Noun**

Notes:  $\sum D = 43$   
 $\sum D^2 = 115$   
 $N = 27$

$$D = \frac{\sum \square}{N} = \frac{43}{27} = 1,59$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{1,59}{\frac{\sqrt{115 - \frac{(43)^2}{27}}}{27(27-1)}}$$

$$t = \frac{1,59}{\frac{\sqrt{115 - 68,48}}{27(26)}}$$

$$t = \frac{1,59}{\frac{46,52}{702}}$$

$$t = \frac{1,59}{\sqrt{0,06}}$$

$$t = \frac{1,59}{0,24}$$

$$t = 6,625$$

### 3. Adjective

Notes:

$$\begin{aligned} \sum D &= 46 \\ \sum D^2 &= 142 \\ N &= 27 \\ D &= \frac{\sum D}{N} = \frac{46}{27} = 1,70 \end{aligned}$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{5,25}{\frac{\sqrt{142 - \frac{(46)^2}{27}}}{27(27-1)}}$$

$$t = \frac{5,25}{\frac{\sqrt{142 - \frac{(2116)}{27}}}{27(26)}}$$

$$t = \frac{5,25}{\frac{\sqrt{142 - 78,37}}{702}}$$

$$t = \frac{5,25}{\frac{\sqrt{63,13}}{702}}$$

$$t = \frac{5,25}{\sqrt{0,09}}$$

$$t = \frac{5,25}{0,3}$$

$$t = 17,5$$

#### B. t-Table

For level of significance (D) = 0,05  
 Degree of freedom (df) = N-1=27-1=26  
 t- Table = 2.056

#### APPENDIX

## DISTRIBUTION OF T-TABLE

<b>P ( Level of Significance) ( One Tailed Test)</b>				
<b>Df</b>	<b>0.10</b>	<b>0.05</b>	<b>0.01</b>	<b>0.001</b>
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	<b>2.056</b>	2.779	3.707
27	1.703	2.05	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

**APPENDIX M  
DOCUMENTATIONS**









## CURRICULUM VITAE



The writer, A Yuniarti Dian Pratiwi, was born on November 10<sup>th</sup>, 1996 in Libureng from the marriage of Andi Aoro and Andi Nurjannah. She is the first of two siblings.

She began her studies in elementary school (SD Inp 5/81 Wanua Waru) in 2002 and graduated in 2008. In the same year, she continued her study to junior high school (SMP Negeri 4 Libureng) and graduated in 2011, then she continued her study to senior high school (SMA Negeri 11 Watampone) and graduated in 2014. And in August 2014, she was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of her study, She could finish her thesis with title **The Effect of Mnemonic Technique with Crossword Puzzle Media in Teaching Vocabulary to Learners at SMAN 11 Watampone.**